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Weinberger defends U.S. space plans

Associated Press

MUNICH, West Germany — U.S. Defense Secretary Caspar W. Weinberger said Sunday "there can be no retreat" from plans to develop a space-based defense system that would protect the United States and its European allies from nuclear missile attack.

Weinberger said President Reagan's proposed Strategic Defense Initiative — popularly dubbed "Star Wars" — would raise the hope that "peace can be maintained not by the threat of nuclear destruction but by a strong defense that could not only deter, but defeat, the most awful offense of all."

The secretary's remarks came in a speech that Weinberger was scheduled to deliver to an annual debate of leading North Atlantic Treaty Organization defense officials, diplomats and foreign policy specialists.

Bad weather delayed Weinberger in London and his address was delivered by the assistant U.S. defense secretary, Richard Perle.

In London, U.S. Embassy spokesman Sig Cohen said Weinberger flew to Munich Sunday from an undisclosed military base after a two-hour delay brought on by technical problems due to freezing weather.

"The real issue (with Star Wars), you might argue, is whether Europeans will become hostages to the Soviet Union as the United States retreats to an illusory fortress across the ocean," Weinberger said.

But he added: "There is no fortress, and there can be no retreat. America could not survive, nor live, in a world in which Europe was overrun and conquered."

Responding to critics who say the strategic defense program will be too expensive and accelerate the militarization of space, Weinberger said the plan "would provide insurance against a world in which the Soviets — and the Soviets alone — could brandish their sword from behind the protective shield they are continuing to develop."

U.S. officials have been trying to assure NATO allies the Star Wars program, if found to be technologically workable, would also protect Western Europe.

U.S. Sen. Gary Hart, D-Colo., another conference participant, criticized the space weapons plan, saying it would be dangerous to believe "a technological fix could be a solution to a fundamentally diplomatic and military problem — namely the nuclear arms race."

Hart also said the deficit-squeezed U.S. government has not yet decided how it would foot the estimated \$26 billion bill for Strategic Defense Initiative research over the next five years.

U.S. representatives at the conference have invited the European allies to take part in the research effort for the plan.

In his speech, entitled "Seizing the Future: The Strategic Defense Initiative's Promise for NATO," Weinberger said prospects of space-based defense would spur negotiations to "end this spiraling accumulation of offensive, destabilizing nuclear weapons."

Among such weapons, he said, are the medium-range SS-20 missiles whose buildup by the Soviets prompted the 1979 NATO decision to introduce shorter-range nuclear missiles in Western Europe for the first time.

In the opening speech Saturday, West German Chancellor Helmut Kohl said the strategic defense program had motivated the Soviet Union to return to arms control negotiations.

But French Defense Minister Charles Hernu said in another address the plan would trigger a dangerous new drive for offensive arms able to "overwhelm" a space defense.

A survey of European leaders in Bonn, Paris, Brussels and London by the Congressional Research Service has found most government officials in Western Europe favor continued research on the space defense program but are overwhelmingly opposed to its deployment. The New York Times reported Sunday.

The survey, requested by Sen. William Proxmire, D-Wis., found the European leaders favored the research partly as a hedge against possible Soviet breakthroughs and also because they believed it cannot be stopped, the newspaper said.



Psyched Up
Doug Cartmel of Redwater awaits the start of the 3rd annual Eagle Straight Shot 10k race Sunday afternoon. Cartmel was one of about 750 runners who ran the race down Texas Avenue between 29th Street and the College Station Police Sta-

tion. John Helmick won the men's race in 30 minutes, 11.2 seconds and Becky Brook finished first in the women's race with 38:45. Handicapped wheelers began the course 5 minutes before the main body of runners.

Photo by DEAN SAITO

Faculty Senate to discuss curriculum

By KIRSTEN DIETZ
Staff Writer

The Faculty Senate will hear a committee report on the core curriculum and a committee resolution on the University budget today at 3:15 p.m. in 601 Rudder.

Only discussion will take place on the proposed core curriculum and no vote will be taken. Dr. Murray Milford, senate speaker, said the curriculum proposal has been referred to the University colleges and that it will probably be modified before a vote is taken.

Under the proposal, each student

will be required to take, in addition to state and University requirements, six hours of speech and writing skills, mathematical/logical reasoning, cultural heritage and social science. It is also recommended the student take eight hours of science.

Also, the committee recommends a student be required to complete one computer course, unless he has completed at least one course before entering the University or can demonstrate proficiency on an examination.

It also proposes a student be required to take two semesters of a for-

eign language unless the student has had two years of foreign language in high school or can demonstrate proficiency of a second language.

The committee of the whole's resolution on the University budget would support Chancellor Arthur G. Hansen and Texas A&M President Frank E. Vandiver and urge that they continue to fight the proposed Texas A&M budget cuts.

In other business, the Prerequisites Subcommittee will recommend that listings in the course catalog contain more informative and standardized descriptions of the

course's prerequisites. Milford said the senate also is expected to approve the withdrawal of six courses, the addition of six new graduate courses and changes in the course descriptions of five business courses. The senate also is expected to approve changes in the subject prefixes and short course titles of education curriculum and instruction courses.

The Election Committee will present the schedule for the spring Faculty Senate elections. One-third of the senate comes up for reelection every year.

Questionnaires identify problems

Evaluations important to faculty

Editor's Note: This is the first article of a two-part series concerning faculty evaluations.

By REBECCA ADAIR
Reporter

Some students look forward to the last class days with a vengeance. Others are reluctant to leave a great professor. But both types are eager to have the last word — the faculty evaluation sheet.

While many enjoy criticizing or complimenting an instructor, students often wonder if it's worth the time and effort to fill out another test form and add sincere, honest and unbiased opinions.

Many students also wonder if the surveys are ever read or just filed in the wastebasket. How much weight does student opinion carry? Will comments affect a grade?

When the surveys are given, some instructors feel as if they are on trial, says Dr. John Giardino, a geography professor. Others are eager for the feedback. Giardino says when he started teaching he used the evaluations to iron out quirks in his lectures.

The evaluations usually aren't shown to faculty until the next semester, Giardino says, and in-

Student input is valuable, measuring heavily in annual faculty evaluations. — Dr. Mel Friedman, dean of the College of Geosciences

structors definitely do not see them until grades are posted.

Although deans throughout the University agree on the importance of student evaluation, different colleges deal with the actual evaluations in several ways.

Daniel Fallon, Dean of the College of Liberal Arts says a professor's problem in a classroom can be so simple it is overlooked.

Fallon told of a professor whose evaluations had been consistently good, suddenly showed a downward trend. When reviewing the case, Fallon says he realized the professor had become more soft-spoken, so students weren't able to hear him.

To solve the problem, Fallon found a microphone for the professor to use. The professor's voice and evaluations both improved, he says.

Fallon says students sometimes forget teachers are human and are subject to bad days or semesters. For this reason, personally

reviewing student questionnaires and considering the many variables involved leads to improved faculty performance, Fallon says.

Dr. David Stewart, head of the Department of English, says he thinks students are conscientious and responsible, yet student opinion can be easily swayed. Often professors play up to students, trying to win a popularity contest, he says. Stewart says he believes students see through the act and consider important merits.

Dr. Mel Friedman, dean of the College of Geosciences, says student input is valuable, measuring heavily in his annual faculty evaluation. But the student questionnaire is only one measure of faculty performance, he says.

Colleague evaluations also can be useful, Friedman says. Faculty may notice students from a prerequisite course are not fully prepared for the next course. Also, Friedman says, a department head may pause outside a class-

room, listen to a lecture and make an informal evaluation.

What may surprise students is the time, effort and paperwork going into compiling and reviewing the surveys.

Dean of the College of Business Administration William H. Mobley says the forms used in the business administration college are reviewed in two parts. The standardized questions, prepared by Educational Testing Services, are scored and analyzed by section, professor, course, department and college. The open-ended comments, prepared by the Teaching Effectiveness Department, are read by department heads.

Mobley says he encourages the faculty to study results and adjust to the suggestions. Mobley also says he looks for trends and repeatedly positive or negative responses when reviewing the questionnaires.

Action is taken on both the positive and negative trends, Mobley says. A consistently good review can lead to recognition such as teaching award nomi-

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File helps students find good housing

By CATHIE ANDERSON
Staff Writer

David and Bob moved into an apartment before leaving school in the fall semester. Like most off-campus Aggies, they left their furniture in the complex over the holidays.

But unlike most off-campus residents they returned to find more than \$1,000 worth of their property stolen. When they left the complex, they also lost a \$250 security deposit.

After notifying the police of their loss, David and Bob went to the Texas A&M Off-Campus Center, where they filed a complaint in the resident reaction file. By doing this, David and Bob can alert other students, who are seeking off-campus housing, about the dangers of living in that particular complex.

Stephanie Palubicki, a student developmental specialist at the center, says the reaction file is currently being updated, and more student input is needed.

"Right now we need more information," Palubicki says. "The amount of housing has become more abundant, and this file can help students looking for off-campus housing, become better consumers."

The resident reaction file has been a part of the center's programming for about four years, Palubicki

says. It lists students' opinions of apartment complexes, duplexes, mobile homes, and rooms in homes.

"Since we (the off-campus center) are state-funded, we can't recommend or disapprove of housing," Palubicki says. "But we can let the students tell about their experiences. We want students to let us know what's going on and, through us, to let other students know."

She says the center wants to know both the bad and the good experiences of students living off campus.

The center can also help students, like David and Bob, get their security deposits back if they have followed some guidelines, Palubicki says.

First, students must give a 30-day written notice, telling the manager that they won't be returning.

Secondly, the room must be occupied until the lease expires.

Third, the manager's guidelines for cleaning the room should be followed, and the rent should be paid in full. Students cannot use their deposits as their last month's rent unless their landlord has approved it in their lease or another written agreement.

Students also must leave their forwarding address in writing.

If all these things have been done, See File, page 5